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ABSTRACT

A brief policy paper on multicultural education and a bulletin from the State Superintendent on its implementation in schools in Washington State are included in this report. The first paper lists 31 competencies that should be demonstrated by teachers who teach in multicultural settings. It also discusses the "change roles" that both teachers and learners must adopt in order to facilitate a multicultural approach in a diverse or desegregated setting. The second paper, the Superintendent's Bulletin No. 5-82, states the need for local districts to develop and implement non-discriminatory, multicultural programs, outlines policy initiatives toward that end, and reviews characteristics of multicultural programs. This paper also sets out general steps that school districts should follow, describes related technical assistance activities, and considers several definitions of multicultural education. (GC)

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COMPETENCIES FOR

TEACHING MULTICULTURALLY

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Reprinted May, 1983

A Note To The Reader

This publication is intended to provide information and suggestions to assist educators as they work with students, parents, colleagues and citizens from diverse cultural backgrounds.

America is a culturally diverse society. As such, it demands that teachers and other educational personnel carry out professional tasks in a variety of settings and recognize the significance of multiculturalism for meaningful education. Many teachers find themselves teaching students who differ from them racially, culturally, socially and economically. This is a relatively new experience for a number of education practitioners. Experience and research point out that many lack adequate skills to deal effectively with the challenge of providing quality instruction for youth from such diverse cultures.

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We hope that our efforts assist you in our mutual efforts to educate our youth multiculturally.

Warren H. Burton

December, 1982

Introduction

The physical reassignment of students and faculty to eliminate the racial identity of schools which, in turn, increases cultural diversity, is but a first step in the process of achieving quality multicultural education for all youth.

An essential and continuing element in this process is the training of prospective teachers and other education practitioners to cope effectively with problems resulting from bringing together disparate cultures with their differing values, mores and customs. Therefore, in dealing with these problems, an educational process is needed that provides an element of "quality control," a way of monitoring and facilitating the skill levels and progress of students.

Competencies to Be Demonstrated by Teachers Who Teach in a Multicultural Education Program

The following competencies appear to be needed by those instructing culturally different youth effectively; such teachers must:

1. Demonstrate effective techniques and methods to build and enhance the self-concept of learners
2. Conceptualize the dimensions in which the learner may be expected to grow and learn under diverse home and community environment conditions
3. Recognize the importance of overcoming cultural and racial stereotypes
4. Understand the interdependence needed among the various cultures for the enrichment of learning how to live, grow, and learn in a pluralistic society
5. Understand the history of minority groups in the United States and, in particular, of the civil rights movement
6. Apply knowledge about the psychology and impact of prejudice
7. Plan viable and relevant means for combatting prejudice and negative reactions as reflected in parent and student behavior
8. Understand that all people are human -- with individual feelings, aspirations, and attitudes no matter what cultural orientation they represent
9. Recognize the importance of being prepared to encounter prejudice and hostility as reflected in parental and community reactions
10. Assume responsibility for examining own motives -- and to what disciplines they apply

11. Support self-initiated moves of all people and not condemning or prejudging their motives

12. Assist all young people to understand and confront feelings of ethnic groups other than their own

13. Stay with and working through difficult confrontations

14. Show interest in understanding the point of view of all cultural representation

15. Practice directness and openness in expressing feelings

16. Identify and explore solutions to problems arising in cultural diversity

17. Recognize and create positive ways to cope with racial attitudes of young people as shown in their behavior

18. Create a climate of mutual trust and constructive interpersonal and intergroup relationships

19. Build intercultural cohesiveness and dispelling myths about the intellectual inferiority or superiority of ethnic groups

20. Utilize research skills relating to cultural pluralism

21. Recognize the importance of stressing the insights of sociology, psychology, cultural anthropology, and other relevant fields in facilitating learning outcomes in a pluralistic setting

22. Employ methods and techniques to offer young people options which allow for alternative styles of learning

23. Recognize that within the realm of potential of every human being there is a level of awareness and achievement which can make life rewarding, and that most young people want desperately to find that level

24. Assume the responsibility of helping to devise programs which reach out to students and engage them in a process which is both interesting and fair and will, thus, lead to a level of awareness and achievement which gives them a positive perception of themselves and their relationship to others

25. Develop viable strategies to confront young people with moral, ethical, and spiritual conflicts of their culture and motivate them to devise a system of values which is both personal and internalized

26. Assume that the color of an individual is not nearly as important as his or her competence

27. Develop objectives and activities to enhance the self-confidence of all learners.

28. Plan to include learners in full participation in the decision-making process relative to instructional activities

29. Select materials that will not derogate or ignore the identified culturally different group

30. Build and promote viable channels for meaningful communication among students, colleagues, and parents to lessen language barriers

31. Recognize the value of various evaluative instruments and their uses with multicultural education

"Change Roles" of Learners and Teachers*

A primary problem in implementing multicultural/competency-based teacher education is addressing the "change roles" of the teacher and learner. An appropriate strategy may be to build a support system for individualizing instruction within the following framework:

1. To provide a systematic, prescribed and individualized program for each student in a given class based upon the learner's needs, strengths, weaknesses, interests and abilities as determined by relevant and appropriate evaluation instruments.

2. To provide for an unique instructional mode for each student in a given class which will facilitate an individualized learning plan for each learner. This process recognizes the change role of the learner and teacher as listed below.

*Some educators may consider this approach outdated and/or simplistic. The reader is referred to the List of Readings for additional information.

THE LEARNER'S ROLE CHANGES

FROM:	TO:
Assignment doing	Planning Exercising options Creating Viewing and listening
Memorizing	Problem solving Hypothesizing Analyzing Synthesizing Concluding
Note taking	Organizing ideas
Reciting	Discussing Conceptualizing Inquiring Listening Evaluating Debating

THE TEACHER'S ROLE CHANGES

FROM:	TO:
Presenting broad competencies	Special competencies facilitating cross-cultural and minority teaching/ learning situations. Sensitivity to and knowledge of minority students and their culture must be translated into effective teaching skills which enable the student to learn.
Coercing	Motivating
Lecturing	Discussing

Asking questions	Stimulating inquiry
Talking <u>at</u> students	Listening and talking <u>with</u> students
Testing and grading	Fostering self-evaluation
Lesson planning	Writing behavioral objectives Establishing competencies Diagnosing Prescribing

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<u>Observations:</u>

- The full actualization of the above identified competencies hinge on how teachers condition their own beliefs about the world in which the learners live.
- Learner actions seem intelligent to them and to those who will teach them only if teachers see the world through learners' eyes.
- The learner's views of reality are largely personal, being influenced by individual needs, values, culture, self-concept, physiological structure, beliefs about other people, and opportunity.
- An individual behaves in a manner designed to maintain or to enhance self-organization.
- People are capable of self-initiated behavior which takes them toward self-realization.
- The most important factors in determining our perceptions are the beliefs we hold about ourselves and other people which are learned in interaction with them.
- When people perceive themselves as greatly different from others, in terms of adequacy, they are inclined: (a) to be self-rejecting if they regard others as having greater worth, or (b) to reject others if they regard themselves as having greater worth. We are in the best position to perceive ourselves and others accurately when we believe that both we and our peers have worth.
- Based on this type of perceptual theory, in preparing teachers to demonstrate competencies needed for teaching identified culturally different youth effectively, the following implications for education can be derived.
- In order to teach, one must:

    1. understand individual students by trying to view their world as they do.

2. discover the differences between the value system of different racial and class subcultures in the community and the implications for the classroom situation.

3. learn the characteristics of an impoverished community and the nature, causes, and effects of cultural deprivation.

4. understand the relationship of student potentials to attained levels of achievement, with emphasis on the effects that educational, social, and economic levels have on this achievement.

5. acquire the professional skill needed in analyzing instructional deficiencies experienced by disadvantaged children.

6. appreciate the controlling personal and environmental factors involved in the teaching-learning process.

7. develop the ways and means of organizing the classroom for instructional quality.

8. acknowledge the problems of school administration unique to the desegregated school situation, including the preparation of school desegregation plans.

List of Readings

Multicultural Education, American Association
of Colleges for Teacher Education
Washington, D.C., 1974

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Harper & Row, New York, New York, 1969

Social Skills in the Classroom
Thomas M. Stephens
Cedars Press, Inc.
P.O. Box 29351
Columbus, Ohio, 1978

"Successful Teaching Strategies for the Inner-City Child"
Jere Brophy
Phi Delta Kappan, April 1982, pp. 527-529.

Teachers Make the Difference
Myra Sadler and David Sadler
Harper & Row, New York, New York, 1980

They and We
Peter T. Rose
Racial and Ethnic Relations in the U.S.
Random House, New York, New York, 1974

SPI **Superintendent of Public Instruction**
DR. FRANK B. BROUILLET • 7510 ARMSTRONG ST. S.W. FG 11, TUMWATER, WA 98504

April 20, 1982

( ) Information Only

BULLETIN NO. 5-82

TO: Superintendents/Chief Administrators, ESD Contact Persons, School Principals/School District Board Chairmen/College and University Deans of Education

FROM: Frank B. Brouillet, State Superintendent of Public Instruction

RE: Implementation of Multicultural Education

I. INTRODUCTION

Multicultural education is viewed as a process through which individuals are exposed to the diversity that exists in the United States and to the relationship of this diversity to the world. This diversity includes ethnic, racial minority populations as well as religious groups, language and sex differences. The exposure to diversity should be based on the foundation that every person in our society has the opportunity and the option to support and maintain one or more cultures, including value systems, life styles and sets of systems.

Each citizen has a responsibility to contribute to the maintenance of the common culture. Public education also, has this responsibility. This last concept of multicultural education is as inclusive as the previous examples, but goes beyond in that it specifically includes religion and sex.

II. NEED

There is a need for local school districts to develop and implement educational programs providing every student with a multiracial/multicultural educational experience free from all forms of discrimination.

III. GOALS

A. The goal is for students and staff members to experience learning which is truly multicultural. Individuals should develop a positive sense of their own cultural groups as well as a better understanding of others. This understanding, fosters a collaborative atmosphere which enables people to work together more effectively.

B. Another appropriate goal is to reform the total school environment in order that students from diverse cultural groups experience equal educational opportunities. (This statement is paraphrased from one made by Dr. James H. Banks, College of Education, University of Washington.)

IV. BACKGROUND

A. The Washington State Board of Education and the Washington State Human Rights Commission adopted joint policy statements addressing this concern in April, 1970 and November, 1973. These two Joint Policy Statements were revised and reaffirmed in January, 1979.

B. A number of national professional associations have developed policy statements addressing the need for multicultural education.

C. Several states have initiated statewide efforts implementing multicultural education. (California, Iowa, Maryland, Massachusetts, New Jersey, New York and Pennsylvania.)

D. A number of Washington State school districts have introduced multicultural education through desegregation and sponsoring federal and state programs such as Project Reach (Arlington), Rainbow (Seattle), and the Multiethnic Access Project (Bellevue).

E. Teacher training institutions in Washington State should be preparing teachers with the necessary skills to deliver education to all students equitably once they are in the classroom. (Please refer to chapters 180-78-050 and 180-79-130 WAC.)

1. Teacher trainers should examine their own programs to determine how well they are currently facilitating the development of such skills.

2. The redesigning of teacher education programs for multicultural education might be based on the following assumptions:

a. The uniqueness of the American culture has been fashioned by the contributions of many diverse cultural groups into an interrelated whole.

b. Cultural diversity and interaction among different groups strengthens the fiber of American society to ensure each citizen's inherent right to be an individual.

c. The isolation of assimilation of any cultural group changes the structure of the American culture and weakens its basic intent of enhancing the maximum worth of every individual.

d. The education system provides the critical function of molding attitudes and values necessary for the continuation of a democratic society.

e. Teachers must assume leadership in creating a climate for student acceptance of a culturally pluralistic society.

f. Teachers must be trained in institutions where the environment reflects commitment to multicultural education in order.

g. The increasing number and density of language groups in Washington State serve as appropriate resources for developing and implementing multicultural education.

h. The reader is referred to Appendix #1, for additional information.

V. DEFINITIONS

A. A number of multicultural definitions are available from a variety of sources. The following definition was adopted by the Washington State Board of Education in July, 1981.

"Multicultural education is an interdisciplinary process rather than a simple program or a series of activities. The concepts embraced by cultural pluralism, ethnic and intercultural studies and intergroup and interpersonal relations are included in this process."

B. Other definitions are available in the Exhibit Appendix #2.

VI. PROGRAM CHARACTERISTICS

A. Designers of multicultural teacher education programs should be cognizant of concepts that describe the relationship, intraactions, or interactions among individuals and groups. These concepts are racism, sexism, prejudice, discrimination, oppression, powerlessness, power, inequality, equality, patronization and stereotypes. Designers also should be aware of various multicultural concepts including ethnic studies, minority studies, bilingualism, women studies, cultural awareness, human relations, value clarification, and urban/rural education.

B. Multicultural education should concentrate not only on teaching the content of each minority group's pathos and history but also the process of learning how to investigate the racism and oppression experienced by each group. Once students learn the research process, the content learning follows.

C. Multicultural education includes learning about all groups in the United States. A focus on black, brown, red, yellow and white people is necessary. Important white figures e.g., Prudence Crandall, Len Coffin, Susan B. Anthony and William Lloyd Garrison need to be presented as white role models who fought against racism and oppression just as their minority counterparts also fought.

D. The understanding of the similarities and differences of the various cultures which make up our pluralistic society is essential. Programs must foster an appreciation of differences rather than striving to homogenize all groups. Learning to value these differences may teach children how to live, work and play with people who are different from themselves and, in turn, resolve interracial conflicts.

E. In order to accomplish these goals, educators themselves need to develop appropriate multicultural skills, attitudes and behaviors in order to nourish a climate of acceptance. In such an environment they may serve as role models to their students by being receptive to learning from others and accepting multicultural beliefs.

F. There isn't any one correct way to implement cultural pluralism in the school curriculum. While one might readily focus on social studies, the suggestions listed in Attachment #3 are applicable to other disciplines.

VII. SCHOOL DISTRICT IMPLEMENTATION OF MULTICULTURAL EDUCATION

A. School districts should make multicultural education a reality by:

1. Defining multicultural education;

2. Setting goals and objectives;

3. Developing steps or activities;

4. Managing resources for multicultural education;

5. Conducting ongoing planning and evaluation.

B. Several related publications including one titled: School District Implementation of Multicultural Education will be made available during implementation workshops which will be scheduled.

VIII. TECHNICAL ASSISTANCE

A. Technical assistance is available from a variety of agencies and organizations.

B. Technical assistance may be necessary in order to meet identified needs of each school-community in related areas such as:

1. Parental and community involvement.

2. Staff development and inservice education.

3. Instructional materials and learning resources.

4. Program planning and development.

5. Program evaluation.

6. Instructional strategies and techniques.

7. Support and supervision of instruction.

8. Program administration.

Obviously, very few single sources have the capabilities to provide such comprehensive technical assistance. However, Washington State is fortunate in having a number of knowledgable staff and resources. A separate related publication will be made available during implementation workshops.

IX. CLOSING

A. Educational equity is the major tenet underlying the development of multicultural education. The existence of pluralism in this country is recognized and enhanced through multicultural education. Multicultural education recognizes individual and cultural differences as they are reflected in learning, human relations, motivational incentives, and communicative skills. In multicultural education all students are recognized as individuals different from one another because of the interaction between their cultural background and societal and political factors. The sex, race, ethnicity, age, socioeconomic level, physical and mental capabilities, and religion of students must be understood in order to develop an equitable educational environment.

B. A successful multicultural education program shall enhance the ability for people to analyze and view situations from several perspectives. Students' problem solving and decision-making skills are enhanced by their developing of skills to see different perspectives. These skills are essential for survival in our increasingly complex world.

Appendix: Exhibit #1-A A Brief Outline of the Historical Development of Multicultural Education in the United States.

2. Supplementary Definitions.

DIVISION OF GRANTS AND EQUITY PROGRAMS

Mona H. Bailey
Assistant Superintendent
Division of Grants and Equity Programs

Warren H. Burton
Director
Office for Equity Education

Appendix

Exhibit #1

A Brief Outline of the Historical Background of
the Development of Multicultural Education in the United States

A. The beginnings of multicultural education can be traced to the founding of this nation. However, the development of what is known today as multi-cultural education has occurred during the last ten to fifteen years.

B. A review of the literature of the early 1960's finds educators referring to "diversity," "cultural pluralism," and "ethnic content." Much of what was contributed to the exploration of these terms was confined to what was needed -- i.e., change in teacher attitudes, curriculum, and textbook selection. Little was articulated that gave direction and definition precisely to specific concepts and/or approaches that could be applied to educational practice.

C. During the middle sixties, the literature began to reflect the terms "ethnic minority education," "ethnic education" and to a lesser degree, "multi-cultural education."

D. By the early seventies, "ethnic studies," "ethnic education," and "multi-ethnic education" were popular in the literature and had become acceptable terminology with reference to the inclusion of ethnic content into existing school curriculum.

E. Jack Forbes' use of the term "multicultural education" in his publication entitled: "The Education of the Culturally Different: A Multicultural Approach" (Berkeley,California" Far West Laboratory for Educational Research and Development, 1969) is recognized as one of the most explicit contributions to the concept.

F. In 1972, the American Association for Colleges of Teacher Education (AACTE), through its newly formed Commission on Multicultural Education, adopted a statement on multicultural education which has served as the foundation for much work in teacher education.

Appendix

Exhibit #2

Supplementary Definitions

"Multicultural education is preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. . . Multicultural education could include but not be limited to experiences which a) promote analytical and evaluative abilities to confront issues such as participating democracy, racism and sexism, and the purity of power; b) develop skills for values clarification including the study of the manifest and latent transmission of values; c) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and d) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies."[1]

The official statement, No One Model American, is extended but for the purposes of analysis the introductory paragraph is cited:

> "Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural diversity as a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism."[2]

"Thus, a multicultural concept is an inevitable reality in any society where there are people of various cultural backgrounds who are changing, moving about, and learning. The multicultural concept implies a view of life in which we recognize and cherish the differences among groups of people and search for ways to help such traits to be positive influences on both the individuals who possess them and all others with whom they associate in our society."[3]

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[1]National Committee on Teacher Education (NACTF), 1977.

[2]William A. Hunter (ed.), Multicultural Education Through Competency-based Teacher Education (Washington, D.C.: American Association for Colleges of Teacher Education, 1977.

[3]D. Cross, G. C. Baker, and L. J. Stiles, Teaching in a Multicultural Society (New York. Mcmillan Publishing Co., 1977).